

School inspection report

9 to 11 December 2025

Scarisbrick Hall School

Southport Road

Ormskirk

Lancashire

L40 9RQ

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. The directors work closely with leaders and staff to provide appropriate and effective support and challenge. Leaders consult with pupils, staff and parents to evaluate the school's provision. They build and maintain effective links with external organisations and use their expertise to develop and enhance policies and procedures. As a result, the Standards are met consistently.
2. Leaders' very thorough and effective application of the school's teaching philosophy is a significant strength of the school. Known as the 'RIVER' philosophy, it promotes five core learning characteristics: resilience; independence; values; exploration; and reflection. Leaders have implemented this philosophy so that it is deeply embedded throughout all parts of the school's provision. The philosophy lies at the heart of the school's work and informs teachers' planning. Staff provide highly effective guidance and support that helps pupils, including children in the early years, to develop a very mature and sophisticated age-appropriate attitude towards their learning. As a result, pupils' wellbeing is promoted extremely well and they diligently approach their education in a consistently determined, assured and confident manner.
3. Leaders provide pupils with a well-planned and broad curriculum which includes a comprehensive extra-curricular programme. Pupils show high levels of motivation towards their work and make consistently good progress.
4. Leaders manage the school's admission procedures competently. Leaders and staff implement timely and effective measures to support and promote pupils' attendance. However, during registration periods, staff do not consistently use the attendance code which relates to pupils who arrive during the registration period but after the register has been taken.
5. Leaders in the early years provide children with a nurturing and stimulating learning environment. They enable children to participate in a range of well-planned classroom and outdoor activities. Children develop secure learning characteristics which help them to approach new experiences and opportunities with enjoyment, confidence and self-esteem. Leaders support children's wellbeing effectively and prepare them well for transition to Year 1.
6. The school mitigates risk effectively. Leaders assess and evaluate the effectiveness of risk assessments and ensure that they consider and manage potential risks appropriately. The school has a thorough and effective approach to health and safety. Leaders appoint an external health and safety consultant who provides systematic oversight of the school's procedures.
7. Leaders provide thorough and well-planned opportunities for pupils to contribute to and help others, both in school and in the wider community. Pupils are encouraged to assume a broad range of leadership roles including prefects, house and sports captains, buddies and positions on the school council. Pupils learn to be altruistic, raising funds for charities that support local and international community initiatives.
8. The provision for careers education is suitable overall. Pupils in the sixth form receive appropriate guidance about the range of options available to them after leaving the school. Pupils in Year 10 participate in work experience opportunities. However, the careers programme for pupils in Years 7 to 9 is not yet fully developed in relation to these pupils' understanding of future employment pathways.

9. Leaders and staff work together closely to promote a vigilant and effective safeguarding culture. Leaders with responsibility for safeguarding provide staff with regular training so that they know how to respond to and report any safeguarding concerns. The school's safer recruitment procedures are managed competently.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- strengthen the careers programme for pupils in Years 7 to 9 so that they are clearly informed about future career opportunities
- ensure that all staff consistently apply the attendance code which relates to pupils who arrive at school after the register has been taken but before the registration period ends.

Material change request

10. Inspectors considered the school's request for a change to the details of its registration to include an increase in capacity from 900 to 950.
11. Leaders have planned effectively for the proposed material change. Plans are in place to meet the needs of the proposed additional pupils through the continuation and enhancement of current provision.
12. Leaders implement suitable arrangements for the management of health and safety and for the prevention of risk from fire. They manage the ongoing maintenance and refurbishment of the school's premises and accommodation effectively.
13. Leaders have carefully considered staffing arrangements so that increased numbers of pupils will continue to be supervised diligently and effectively. They have drawn up plans to recruit additional staff, when necessary.
14. Leaders have expanded the safeguarding team in preparation for the proposed material change.
15. It is recommended that the requested material change be approved.

Section 1: Leadership and management, and governance

16. The directors work very closely with senior leaders to monitor, support and challenge the school's policies and procedures. They gain a thorough understanding of the school, for example by visiting lessons, meeting with staff and pupils and attending school events. Leaders and staff attend regular training events to expand their experience, understanding and skills. This means that they continue to implement policies and fulfil their responsibilities effectively so that the Standards are met consistently.
17. Leaders promote and prioritise pupils' wellbeing throughout the school. They implement a positive and inclusive teaching philosophy in line with the school's aims. Leaders promote a kind and supportive school community where everybody is valued. Consequently, pupils demonstrate resilience and approach challenges confidently and with resolve.
18. Leaders work closely with staff, pupils and parents to assess and evaluate the school's provision and take suitable actions in response. For example, following feedback from pupils, leaders added golf to the physical education (PE) programme and provided additional revision strategies to support their examination preparation. Leaders consulted with staff effectively to establish new routines at the beginning of lessons so that pupils are given more time to reflect on and respond to the thorough guidance and marking that they receive about their work.
19. Leaders provide parents with a range of useful information through the school's website. Parents receive detailed written reports and attend parents' meetings so that they are well informed about the progress their child is making. The school publishes weekly newsletters that inform parents about school events and celebrate pupils' achievements. The school consults appropriately with the local authority about pupils who have an education, health and care plan (EHC plan).
20. The school's complaints policy includes a clear three-stage process and appropriate timescales. Any formal complaints which are registered are managed in accordance with the policy. Leaders maintain thorough records of any formal complaints which are submitted, including lessons learned and actions taken in response.
21. Leaders in the early years provide a nurturing and stimulating environment for children. They consult effectively with parents so that children's needs are consistently identified, understood and supported by staff. Teachers meet regularly to share effective teaching methods and practices so that children continue to receive effective provision that meets their individual needs.
22. Leaders maintain constructive links with safeguarding partners and other external agencies. The expertise they provide informs school policies and procedures so that the educational and pastoral provision continues to be suitable for pupils. For example, the school arranges for mental health professionals to visit the school to provide ongoing support for pupils. External organisations provide workshops for senior pupils to support their understanding of how to build, develop and maintain healthy and positive relationships. The school consults appropriately with the local authority when pupils join or leave the school at non-standard transition points.
23. Leaders promote a robust and effective approach to managing and mitigating risk across all parts of the school. Staff receive specific training and guidance so that risk assessments are suitably detailed and constantly reviewed. Leaders write welfare plans for vulnerable pupils that consider their individual needs effectively. They maintain a comprehensive audit of risk assessments that cover the

school's premises and accommodation. They ensure risk assessments for educational visits are reviewed in a timely and thorough manner. Leaders identify and discuss any potential lessons learned with staff so that risk assessments continue to be suitable.

24. The school appropriately fulfils its responsibilities under the Equality Act 2010. Leaders maintain a suitable accessibility plan which aims to make the school's curriculum and premises accessible for all pupils. For example, the school has installed an acoustic loop in the theatre. Leaders adjust the timetable, classrooms and resources for pupils who have special educational needs and/or disabilities (SEND) so that they make good progress during their time at the school.

The extent to which the school meets Standards relating to leadership and management, and governance

- 25. All the relevant Standards are met.**

Section 2: Quality of education, training and recreation

26. Leaders implement a wide and appropriate curriculum, carefully considering the needs and abilities of pupils. Sixth-form pupils select from a broad range of subject options leading to qualifications at A level and BTEC National Diploma and undertake the Extended Project Qualification (EPQ). The curriculum provides extension and enrichment for pupils with higher prior attainment. For example, the school offers pupils approaching their GCSE examinations the opportunity to study single or dual science. Pupils from Year 5 are taught by specialist teachers so that they explore topics in depth and broaden their knowledge and understanding. The school offers well-planned opportunities for pupils to study classics and Latin in addition to French and Spanish. The curriculum supports the values of democracy and respect. For instance, pupils routinely collaborate, participate in democratic debates and learn to listen carefully to views which are different to their own.
27. Leaders and staff implement the school's 'RIVER' teaching philosophy to great effect. Teachers have secure subject knowledge which they use to plan and deliver lessons consistently well so that pupils cultivate a spirit of enquiry and develop independence towards their studies. Staff set very clear learning outcomes and support pupils to achieve them. In classics, for example, senior pupils collaborate and discuss characters who most persuasively demonstrate heroism in Homer's *Odyssey*. In computing lessons, pupils show high levels of independence when they design and interpret spreadsheets. In music, teachers provide opportunities for pupils to use digital software effectively when they compose four-bar motifs and extend their compositional skills by developing improvisations. As a result of effective teaching, pupils demonstrate interest in their work and broaden their knowledge and understanding. Pupils learn to be resilient and develop effective learning attributes which they apply consistently and responsibly in their work. Throughout the school, pupils make consistently good progress. Senior pupils achieve well in their GCSE and A-level examinations.
28. Teachers' constructive guidance and marking encourages pupils to adopt highly reflective attitudes towards their work. Teachers provide constructive guidance and marking which informs pupils about their work. Pupils reflect on feedback carefully and effectively so that they have a secure understanding of the steps they need to take to improve. For instance, pupils in English respond to specific advice from teachers and extend their analysis and understanding of how characters interact with each other in the texts they study. In economics lessons, pupils in the sixth form are challenged to collaborate, construct and interpret graphs which show more effectively the correlation between profit, supply and demand.
29. Leaders implement a thorough approach to tracking and monitoring pupils' progress. Teachers use assessment outcomes to set ambitious targets for pupils. Staff identify strategies that support pupils to improve their current academic performance effectively. For example, pupils who require further consolidation are invited to attend lunchtime and after-school subject clinics. Pupils who demonstrate higher prior attainment are provided with appropriate extension challenges, such as by following an accelerated mathematics curriculum. Leaders provide comprehensive oversight of the curriculum, for example by looking at pupils' work, visiting lessons and consulting with pupils. These measures ensure that the curriculum evolves appropriately and continues to meet pupils' needs.
30. Leaders in the early years provide effective opportunities for children to develop their use of language and number. Children begin each day by choosing from a range of well-planned English and mathematical activities which support their numeracy development and acquisition of language.

For example, children write and draw numbers and words which they use in conversations with their teachers. Pupils in Year 4 help staff by regularly visiting children in Reception to share and read books together. Teachers use effective questioning techniques to help children to sequence and structure stories and to explore how ambitious words in story books provide description and interest. Through these and other activities, children develop a secure and confident use of language.

31. Pupils who have SEND are provided with effective support. Teachers use adaptive strategies, when required, such as providing pupils with speech-to-text software, coloured overlays and reduced and enlarged text. Staff collaborate with pupils to write personal learning plans (PLPs) which identify strategies to support their individual learning and pastoral needs. Pupils who have SEND make consistently good progress from their starting points.
32. Pupils who speak English as an additional language (EAL) are well supported. Teachers provide them with visual aids, key word lists and bilingual dictionaries. These pupils make good progress and gain a confident and competent use of English.
33. The school provides pupils with a wide and stimulating programme of extra-curricular clubs, activities and societies which take place before and after school and during lunchtimes. For example, in coding club, sixth-form pupils work with younger pupils to create interactive games and help them to develop digital programming skills. Pupils participate in dance clubs and build on prior skills by practising lifts and refining choreography. Leaders have responded to feedback and increased the range of societies to broaden pupils' interests and knowledge. For instance, pupils attend law society and learn about judicial processes and develop investigative and reporting skills by joining the journalist society. The extra-curricular programme provides pupils with opportunities to acquire new knowledge, develop leadership skills and establish new friendships.

The extent to which the school meets Standards relating to the quality of education, training and recreation

- 34. All the relevant Standards are met.**

Section 3: Pupils' physical and mental health and emotional wellbeing

35. Leaders support and promote pupils' wellbeing extremely effectively. The well-considered 'RIVER' philosophy underscores the school's approach and teaches pupils to meet and embrace new opportunities and challenges with resilience, high self-esteem and confidence. Staff teach pupils a range of strategies which help them to manage and regulate their feelings. For example, pupils learn to reflect carefully about their work and their actions. Pupils participate in 'taking a pause' sessions and practise breathing techniques every week. They understand the value of finding time to consider how to respond most appropriately to different situations. Leaders provide a wellbeing hub for pupils to visit, when required, which affords them space and a quiet environment to support their individual needs.
36. Leaders provide appropriate opportunities for pupils to develop their spirituality and moral understanding. Pupils visit the local cathedral where they share in school community events, such as the Christmas carol service. Younger pupils write thoughtful Remembrance poems and prayers and learn why it is important to observe Remembrance Day. In assemblies, leaders use moral stories to support pupils' understanding of how to act in a kind, responsible and inclusive manner. Leaders plan outdoor curriculum activities which provide pupils with opportunities to learn in, and appreciate, the natural environment.
37. Personal, social, health and economic education (PSHE) lessons, known throughout the school as 'wellbeing' lessons, are planned and delivered effectively. Pupils are taught age-appropriate topics which prepare them well to take sensible and responsible decisions. Younger pupils are taught, for instance, about the importance of sleep, nutrition and exercise so that they lead a healthy and balanced lifestyle. Older pupils learn about the dangers of alcohol and drugs misuse. Sixth-form pupils are provided with guidance about how to conduct themselves appropriately when they attend social gatherings. Staff from different departments work closely together to enhance pupils' understanding. For example, science and wellbeing teachers collaborate effectively before pupils explore topics such as sexual health, the onset of puberty and healthy eating.
38. Leaders include a thorough relationships and sex education (RSE) programme within the wellbeing curriculum. Children in the early years participate in drama activities and explore scenarios which teach them how to be kind and supportive friends. Pupils learn about peer pressure and respect the views and opinions of others. The school implements a 'belonging matters' programme for older pupils which explores the importance of consent, the dangers of coercion and toxic masculinity and promotes respect and equality. As a result, pupils throughout the school are taught to be courteous and inclusive towards each other.
39. The school provides a broad PE curriculum which supports pupils' mental and physical health. The programme includes a range of traditional and alternative sports such as rugby, netball, dance and yoga. Pupils learn about the importance of stretching and warming muscles prior to participating in strenuous activities. Leaders appoint experienced staff and sports coaches who use their expertise to guide and help pupils to develop specific sporting skills. The school's philosophy supports pupils' understanding of sporting values such as collaboration, teamwork and respect for the opposition.
40. Leaders work closely with pupils to set high and well-understood behavioural standards across the school. Positive behaviour is consistently reinforced such as through the award of house points,

celebration assemblies and regular acknowledgment of pupils' acts of kindness towards others. The school's proactive approach to promoting positive behaviour means that pupils behave well.

41. Pupils learn what bullying is and understand that discriminatory and prejudiced actions cause harm and upset. Leaders implement a clear anti-bullying strategy which supports pupils' understanding of how to respond to each other appropriately. Senior prefects present assemblies to the school about role models who have previously experienced and overcome bullying. Leaders maintain thorough behaviour and bullying records which identify patterns and trends and include the decisions and actions which are taken.
42. Leaders in the early years plan a stimulating range of curriculum activities which support children's personal and academic development. Children are taught PE by specialist teachers and develop ball skills such as catching and throwing. They develop independence and a spirit of adventure by learning and practising orientation skills using the outdoor environment. Leaders organise opportunities for children to perform drama sketches and songs in school productions. Measures such as these mean that children develop the self-esteem and confidence to approach their education positively and with enjoyment.
43. Leaders promote a robust and systematic approach to health and safety procedures. Fire safety equipment is serviced regularly. Pupils practise termly fire drills, and evacuation routes are clearly marked. A suitable number of staff are trained as fire wardens. Leaders implement a lockdown procedure which pupils rehearse and understand well. Health and safety leaders respond appropriately when any concerns are raised and maintain clear records of any actions they take. An external consultant provides regular oversight of the school's management of risk and health and safety. The premises and accommodation are managed competently and remain secure and suitable for pupils.
44. Leaders supervise pupils effectively. Staff are visible and approachable when pupils arrive at and depart from school. Staff are alert during breaktimes so that pupils can seek help and support, if required. Leaders maintain appropriate children to staff ratios in the early years.
45. The school provides suitable first aid and medical provision. The medical centre and administration of first aid are managed effectively. Sufficient staff undertake appropriate first aid training, including paediatric first aid training for those who work with children in the early years.
46. The school appropriately records all required information relating to admissions. The attendance policy provides clear information about the senior attendance champion and the school's proactive and effective approach to promoting high levels of pupils' attendance. However, during registration periods, staff do not consistently apply the code which relates to pupils who arrive at school during the registration period but after the register has been taken. This means that patterns of lateness are not tracked as well as they could be.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

47. All the relevant Standards are met.

Section 4: Pupils' social and economic education and contribution to society

48. Leaders provide pupils with a wide range of well-considered opportunities that promote values such as respect, tolerance and inclusion. Pupils develop a broad understanding of cultural and individual difference through the curriculum. For example, pupils in art explore and analyse the work of different artists from around the world. Pupils learn about and perform music from diverse cultures by singing spirituals and exploring music from countries such as India and Brazil. Pupils celebrate Black History Month and learn about positive role models who have campaigned for a just and equal society. In assemblies, pupils are introduced to diverse role models, such as the women responsible for code breaking during the Second World War. Pupils develop a mature view of others, understand the importance of belonging and equality and are prepared effectively to make a positive contribution to British and global society.
49. The curriculum supports pupils' understanding of finance and money effectively. Younger pupils study a topic about living in the wider world as part of their wellbeing programme and learn about banking and budgeting. Older pupils are taught about investment opportunities and explore the effect of fluctuating interest rates on mortgages, investments and savings accounts. Pupils in the sixth form develop business plans and consider the decisions they may need to take about student finance.
50. Leaders implement a careers programme that provides pupils with guidance about future employment opportunities. Sixth-form pupils learn about a range of pathways that are available to them after leaving the school. These include university applications, apprenticeship courses, gap-year options and moving into immediate employment. Year 10 and 11 pupils participate in work experience and attend a careers event that provides information about a broad range of careers. However, the careers programme for pupils in Years 7 to 9 does not currently provide pupils with suitably broad guidance, which limits their understanding about the range of potential employment opportunities available to them.
51. Pupils develop a secure understanding of law and order, democracy and moral responsibility. In wellbeing lessons, pupils establish and agree class rules at the start of the academic year, fostering a culture of kindness and mutual respect. They learn how adherence to rules and laws underpins an equal and fair society. Pupils in Year 4 deepen their understanding of the democratic process through participation in a debating club. Senior pupils undertake mock trials, where they explore the distinct roles of defence and prosecution counsel.
52. The school provides effective opportunities for pupils to gain an impartial understanding of British institutions. Younger pupils, for instance, begin to learn about the role of Parliament and the main political parties. Senior pupils explore how governments seek to pass new legislation through Parliament, such as when they debate the different ethical perspectives which relate to the Assisted Dying Bill. In wellbeing lessons, pupils are taught about the National Health Service and learn about the work of emergency services including the police and the Royal National Lifeboat Institution.
53. Leaders in the early years act as positive and respectful role models so that children learn how to act, speak and respond to others kindly. Children demonstrate courteous table manners at lunchtimes and show consideration for others by holding doors open. Children respond positively to the expectation to value their environment, for example by independently tidying resources and

removing mud from their shoes when they return from outdoor play. Children are guided and prepared well in a supportive and inclusive manner to interact with others.

54. Pupils are encouraged to hold positions of responsibility and to provide help, support and guidance to others. Across the school, pupils are democratically elected to serve on the school council to represent the views of their peers. Senior prefects support staff, lead assemblies and act as positive role models. House captains promote a competitive house spirit and fulfil responsibilities such as running a tuck shop. Leaders implement a buddy system so that pupils from older year groups regularly visit, mentor and support younger pupils. Opportunities such as these help pupils to develop leadership skills, self-esteem and confidence.
55. Leaders plan a broad range of opportunities for pupils to volunteer service and help in the local community and further afield. Pupils, for instance, participate in litter picking activities to keep the local environment clean and tidy. They donate food and toiletry items that support people who are impoverished or homeless. Older pupils prepare and cook food to help local charities which support people who are hungry. Senior pupils visit other continents to participate in projects involving the refurbishment of school accommodation. Pupils raise money for charities that support children who are ill or disadvantaged. Pupils in Year 9 participate in The Duke of Edinburgh's Award scheme (DofE) and volunteer to support pupils' reading in local schools and help with the local Brownies. Pupils gain a thorough and effective understanding of social conscience and responsibility and extend friendship towards others.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

- 56. All the relevant Standards are met.**

Safeguarding

57. Leaders maintain a vigilant and robust safeguarding culture at the school. The safeguarding policy is detailed, reviewed regularly and implemented effectively. The school's directors provide thorough ongoing oversight of safeguarding. They visit the school, meet with the safeguarding team and consult with pupils and staff. The school's safeguarding procedures are managed well and reflect current statutory guidance.
58. Staff receive regular and effective safeguarding training, including at induction. This training includes the latest updates to the 'Prevent' duty so that staff are alert to the dangers of radicalisation and extremism. Staff have a confident knowledge of the school's reporting systems and pass on any pastoral or safeguarding concerns when they arise, including any alleged incidents of child-on-child abuse. Staff receive a weekly email which informs them about safeguarding updates. Leaders meet with the staff team every week to discuss any ongoing safeguarding matters. This means that staff maintain a secure understanding of their role and responsibilities and support pupils consistently and effectively.
59. Leaders with responsibility for safeguarding are trained appropriately for their role. They manage any reported low-level concerns relating to staff appropriately. The safeguarding team meet regularly so that the decisions they take are carefully discussed and reviewed. They maintain constructive links with local safeguarding partners and refer safeguarding concerns to them promptly, when required. Leaders keep detailed safeguarding records which are in accordance with current statutory guidance.
60. Pupils learn about the importance of requesting guidance and support and know how to do so. Leaders implement and monitor appropriate systems so that pupils can ask for help, if required. For example, pupils can fill in an online form which is directed to senior staff. As a result, pupils' wellbeing is supported effectively.
61. Leaders in the early years adhere to the specific safeguarding requirements which relate to working with young children. For example, the entrance to the early years accommodation is secure and staff are alert to the dangers of children choking when they are eating.
62. Pupils are taught how to use the internet responsibly in PSHE and computing lessons and through online safety days. For instance, pupils learn about maintaining a respectful digital footprint, the dangers of cyber bullying and harmful online misinformation. The school maintains robust internet filtering and monitoring procedures. Any alerts are directed to senior leaders who investigate incidents quickly, take suitable actions and keep appropriate records.
63. Leaders carry out all required safer recruitment checks on adults before they begin work at the school. These checks are methodically entered on a suitable single central record of appointments (SCR). The relevant staff receive specific training so that the school's recruitment practices are thorough and managed competently.

The extent to which the school meets Standards relating to safeguarding

64. All the relevant Standards are met.

School details

School	Scarbrick Hall School
Department for Education number	888/6006
Registered early years number	EY404867
Address	Scarbrick Hall School Southport Road Ormskirk Lancashire L40 9RQ
Phone number	01704 841151
Email address	enquiries@scarbrickhallschool.co.uk
Website	www.scarbrickhallschool.co.uk
Proprietor	Scarbrick Hall School Ltd
Chair	Mrs Susan Aylmer
Headteacher	Mr Jeff Shaw
Age range	Birth to 18
Number of pupils	915
Number of children in the early years registered setting	110
Date of previous inspection	1 to 3 November 2022

Information about the school

65. Scarisbrick Hall School is an independent co-educational day school situated in Ormskirk, Lancashire. The school is owned by a board of directors who provide oversight and governance of the school. They are supported by external advisors. The school's provision includes a registered Early Years Foundation Stage (EYFS) setting for children aged 0 to 3. The school comprises five further sections: a pre-school for children aged 3 to 4; the first school for pupils in Reception to Year 4; the middle school for pupils in Years 5 to 8; the college for pupils in Years 9 to 11; and a sixth form.
66. There are 207 children in the early years. Of these, 110 children are in the separately registered setting for children from 0 to 3 years.
67. The school has identified 197 pupils as having special educational needs and/or disabilities. There are 10 pupils in the school who have an education, health and care plan.
68. The school has identified English as an additional language for 12 pupils.
69. The school states its aims are for pupils to become motivated, confident and independent learners. It endeavours to encourage pupils to embrace cultural diversity and value the viewpoints of other people. The school seeks to develop pupils' awareness of their responsibilities so that they fulfil them and achieve their potential.

Inspection details

Inspection dates

9 to 11 December 2025

70. A team of 8 inspectors visited the school for two and a half days.

71. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other directors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- health and safety tour
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

72. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

Independent Schools Inspectorate

CAP House, 9-12 Long Lane, London, EC1A 9HA

For more information, please visit isi.net